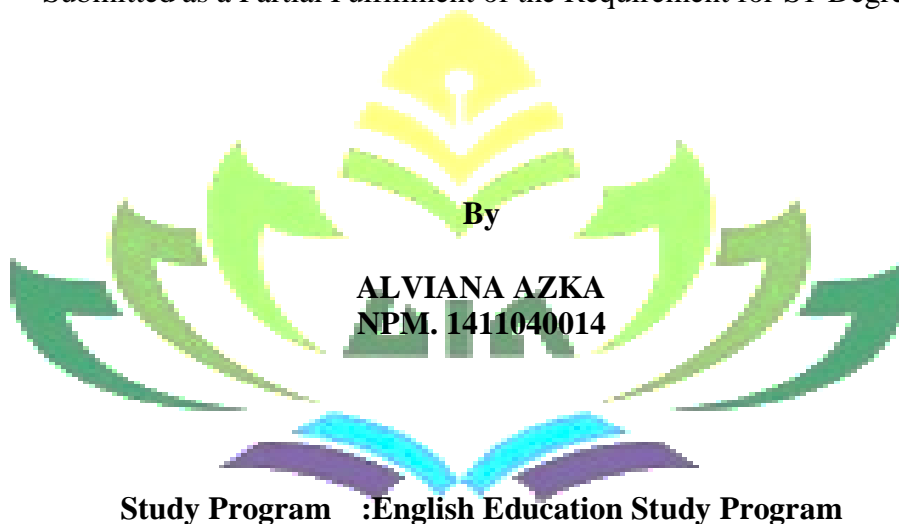


**THE INFLUENCE OF USING CUBING TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT
THE SEVENTH GRADE OF SMP NEGERI 4 SEKAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

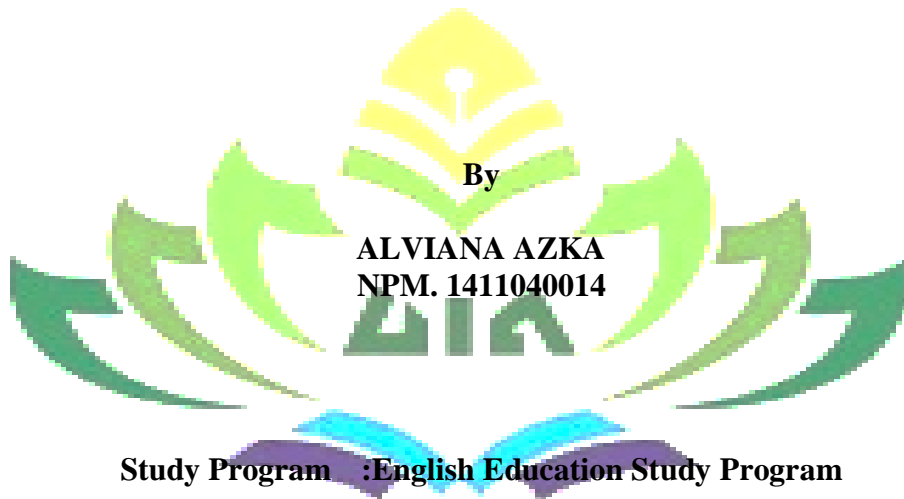


**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2019**

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Advisor : Meisuri, M.Pd
Co-Advisor : NununIndrasari, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2019**

ABSTRACT

THE INFLUENCE OF USING CUBING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMPN 4SEKAMPUNG LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2018/2019

By: ALVIANA AZKA

Most of the students in junior high school especially in seventh grade had difficulties to write in English. The problems were they had low motivation in writing, they were not interest in the writing and also they did not know how to start for writing. Besides that, cubing technique as an alternative in teaching that could be used in teaching writing. Cubing technique could help the student to improve their writing ability.

The aim of this research was know whetherthere is significant influence in writing descriptive text of students by using Cubing Technique. This research used Quasi Experimental Design. They were 30 students for experimental class and 31 students for control class. In order to collect the data, this research used writing test as the instrument. There were pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment.

The result of this research, it was obtained that $Sig=0.047$ and $\alpha=0.05$. It can be concluded that the H_a is accepted and there is significant influence of using Cubing Technique towards students' writing ability in descriptive text at the seventh grade at SMP Negeri 4Sekampung in the academic year of 2018/2019.

Keywords: *Descriptive Text, Cubing Technique, Quasi Experimental Design, Writing Ability.*



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SECOND SEMESTER OF THE SEVENTH GRADE
OF SMPN 4 SEKAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019**

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DECLARATION

Hereby, I state this thesis entitleds “The Influence of Using Cubing Technique toward Students’ Writing Ability in Descriptive Text at the seventhGrade atSMPN4 Sekampungin the Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, November 2019

Declared by,

ALVIANA AZKA

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun. By the pen and by the (record) which (men) write.” (Q.S. Al-Qalam :1)¹



¹*Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda Kelompok Gem Islami), Al Qolam: 1, p.1219

DEDICATION

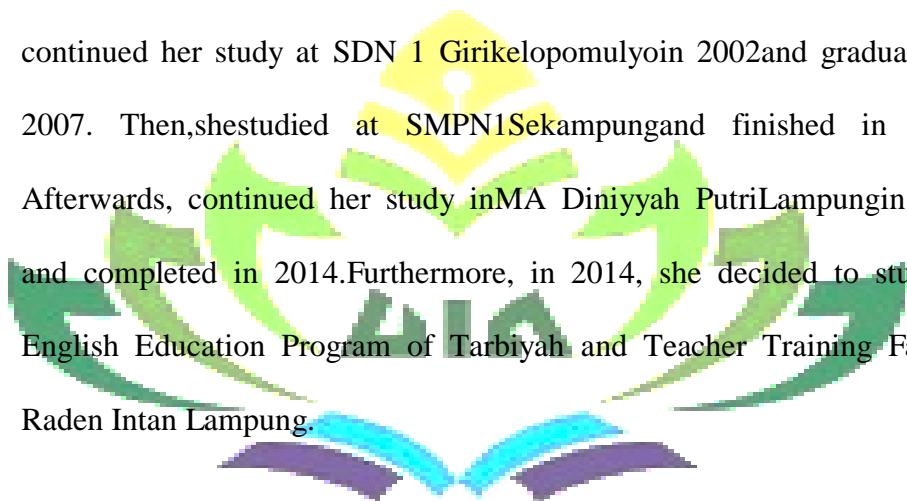
I would like to dedicate this thesis to all my beloved people:

1. My parents, Mr. Wahyudi and Ms. Elvilia who keep on praying for my life and success then always given me support.
2. My sisters they are Ni'ma Rohmalia and Mutiara Zahara.
3. My beloved partner Darip, SH., who always give me motivation and support to finishing this thesis.
4. My sisters from another mother they are Ega Zulkarnain, Lezy NU, Dian Puspita, Iin Riananda thanks for help and motivation.
5. My Besties class who always give contribution to accomplish this thesis. They are, Dewi Primawati, S.Pd., Dhebi Okpiyani, Anggita Eka Rostianti, and for all members of English Education A Class thanks for help and motivation.
6. My Friend Apriyadi Yusuf, S.Pd who always give me spirit and support.
7. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Alviana Azka was born in Sekampung on April 21th, 1995. She is one of the three children of Mr. Wahyudi and Ms. Elvilia. She has two sisters; their names are Nima Rohmalia and Mutiara Zahara.

She began her study at TK Aisyah Bustanul Atfal and graduated in 2001. She continued her study at SDN 1 Girikelopomulyo in 2002 and graduated in 2007. Then, she studied at SMPN 1 Sekampung and finished in 2010. Afterwards, she continued her study in MA Diniyyah Putri Lampung in 2010 and completed in 2014. Furthermore, in 2014, she decided to study in English Education Program of Tarbiyah and Teacher Training Faculty Raden Intan Lampung.



ACKNOWLEDGEMENT

Praise to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Cubing Technique toward Students’ Writing Ability in Descriptive Text at the Seventh Grade at SMPN 1 Sekampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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3. NununIndrasari, M.Pd, the co-advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
4. All lecturers of English Department of UIN RadenIntan Lampung who have taught the researcher since the first of her study.
5. R. Arief Setiyadi,S.Pd, the Headmaster of SMPN4Sekampungfor allowing the researcher conducting the research; to English teacher of SMPN4 Sekampung,Sri Rukmini, S.Pd.,for being helpful during the research process and giving suggestion during the research.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, November 2019

The Researcher,

ALVIANA AZKA

NPM. 1411040014

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
ADMISSION	iii
APPROVAL.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi
CHAPTER I : INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	6
E. Uses of the Research	6
F. Scope of the Research	7
CHAPTER II : REVIEW OF RELATED LITERATURE	
A. Frame of Theories	9
1. Teaching English as a Foreign Language.....	9
2. Concept of Writing.....	10
3. Text.....	17
4. Cubing Technique	22
a. Concepts of Cubing Technique	22

b. Procedure of Cubing Technique.....	24
c. Advantages and Disadvantages of Cubing Technique	29
5. Free Writing Technique.....	30
a. Concept of Free Writing Technique	30
b. Procedure of Free Writing Technique	32
c. Advantages and Disadvantages of Free Writing Techn- ique	32
B. Frame of Thinking	33
C. Hypothesis.....	35

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design	36
B. Variable of Research.....	37
C. Operational Definition of Variables	37
D. Population, Sample, and Sampling Technique	38
1. Population	38
2. Sample.....	39
3. Sampling Technique	39
E. Data Collecting Technique.....	40
F. Research Instrument.....	41
G. Scoring Procedure	43
H. Research Procedure	45
I. Validity and Reliability of the Test.....	47
1. Validity of the Test	47
2. Reliability of the Test.....	48
J. Readability of the Test	50
K. Data Analysis	51
1. Fulfillment of the Assumptions.....	51
a. Normality Test.....	51
b. Homogeneity Test	52
2. Hypothetical Test	52

CHAPTER IV: RESULT AND DISCUSSION

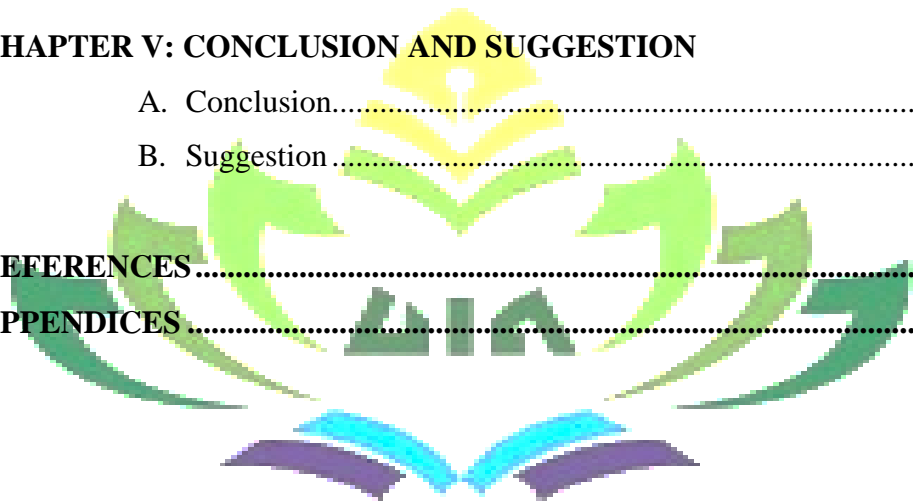
A. Result of the Research.....	54
1. Result of Pre-Test	54
2. Result of Post-Test	56
3. Result of Normality Test	57
4. Result of Homogeneity Test.....	59
5. Result of Hypothetical Test.....	60
B. Discussion	61

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	64
B. Suggestion.....	64

REFERENCES	67
-------------------------	-----------

APPENDICES	71
-------------------------	-----------



LIST OF TABLES

	Page
Table 1 Students' Score of Writing Descriptive Text at the Seventh Grade of SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019	3
Table 2 Pre-test and Post-test Design	37
Table 3 The Population of the Students at the Seventh Grade of SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019.....	39
Table 4 Scoring Systems	43



LIST OF FIGURES

	Page
1. Figure 1.1 The Example of Descriptive Text Writing	21
2. Figure 2.2 The Example of Sixth Sides of Cubing Technique	25



LIST OF APPENDICES

	Page
1. Appendix 1 Interview Guideline for the Teacher.....	71
2. Appendix 2 The Result of Teacher's Interview	72
3. Appendix 3 Questionnaire for the Students	73
4. Appendix 4 The Result of Students' Questionnaire.....	74
5. Appendix 5 Students' Writing Score	75
6. Appendix 6 Syllabus Curriculum 2013	80
7. Appendix 7 Lesson Plans for Experimental Class	82
8. Appendix 8 Lesson Plans for Control Class.....	96
9. Appendix 9 Instrument of Pre-Test.....	110
10. Appendix 10 Instrument of Post-Test	111
11. Appendix 11 Readability of the Writing Test.....	112
12. Appendix 12 Result of Readability Test	113
13. Appendix 13 The Result of Reliability Pre-Test Control Class.....	115
14. Appendix 14 The Result of Reliability Test Post-Test Control Class	116
15. Appendix 15 The Result of Reliability Test Pre-Test Experimental.....	117
16. Appendix 16 The Result of Reliability Test Post-Test Experimental.....	118
17. Appendix 17 Students' Score Pre-Test Control Class	119
18. Appendix 18 Students' Score Pre-Test Experimental Class.....	121
19. Appendix 19 students' Score Post-Test Control Class	123
20. Appendix 20 Students' Score Post-Test Experimental Class	125
21. Appendix 21 Gain Students' Control and Experimental Class.....	127
22. Appendix 22 Students' Score of Pre-Test Control.....	129
23. Appendix 23 Students' Score of Pre-Test Experimental Class.....	130
24. Appendix 24 Students' Score of Post-Test Control Class	131
25. Appendix 25 Students' Score of Post-Test Experimental Class	132
26. Appendix 26 Normality and Homogeneity.....	133
27. Appendix 27 Independent Sample T-Test/ Hypothetical Test.....	134
28. Appendix 28 Documentation	135

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is the important thing in the human life. It is used to communicate to other people. Language can be used to interact to each other. Harmer states that language is used widely for communication between people who do not share the same first or even second language.² It means that language as a means communication is used by human being to establish social relation between people who have different language.

There are many languages in the world, one of them is English. English is an international language. It is used and learnt by almost of countries in the world. To face the globalization era, people should learn and use this language.³ It means that English in Indonesia as foreign language which is taught at the school. So, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

In English teaching learning process, there are four language skills that should be mastered by the learners or students, they are listening, speaking, reading and writing.⁴ It means that there are four skills in English that should be mastered by the learners, one of them is writing. As Tribble

²Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2007), p.13

³M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tool & Techniques* (Jaipur: Sunrise Publisher & Distribution, 2008), p. 4

⁴Mury Supriyanti, Anita Triastuti, *Teaching English as Foreign Language Methodology* (Yogyakarta: Universitas Negeri Yogyakarta, 2008), P.3.

states, for the moment we can accept that writing is a language skill which is difficult to acquire. It is furthermore, one in which relatively few people are required to be expert.⁵ It means writing is difficult skills, more complex than other skills because in writing we have to express ideas and the need skills on how to write words correctly.

Moreover, in writing there are many kinds genre of writing such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.⁶ It means that there are many kinds of writing text, every text has differences each other's.

In fact, based on the preliminary research that was done by the researcher in SMPN 4 Sekampung Lampung Timur, by interviewing the English teacher, Mrs. Sri Rukmini, S. Pd., the researcher found out some students' problems in writing ability. She said the students' problems in learning writing those are (1) the students still cannot develop their idea to write, (2) the students do mistakes due to lack of vocabularies. In the process of language learning, the teacher used free writing as technique in teaching writing.⁷ From that interview, the researcher also got the data that showed the students of seventh grade did not pass the minimum score as

⁵Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.3.

⁶Ken Hyland, *Teaching and Researching Writing*, Second Edition (London: Longman, 2009), p.15.

⁷Sri Rukmini, An English Teacher of SMPN 4 Sekampung Lampung Timur, *An Interview*, on Monday, July, 23rd, 2018, unpublished.

shown on the table 1.

Table 1
Students' Score of Writing Descriptive Text
at the Seventh Grade of SMPN 4 Sekampung Lampung Timur
in the Academic Year of 2018/2019

No	Class	Students' Score		Number of Student
		<75	≥75	
1	VII 1	18	13	31
2	VII 2	21	9	30
3	VII 3	27	7	34
4	VII 4	25	10	35
5	VII 5	23	11	34
Total Number of Students		114	50	164
Percentage		67.9%	32.1%	100%

Source: The data from English teacher of SMPN 4 Sekampung Lampung Timur

From data above, many students got bad score because their score was under the standard score. Standard score or the criteria of minimum mastery (KKM) score of English subjects at that school is 75. Based on the latest Ministry of Education and Culture's regulations, every teacher's competency must have the minimum criteria of mastery (KKM) of these competencies, but not all teachers apply the minimum criteria of mastery (KKM) one of them Mrs. Sri Rukmini, S.Pd in this school, has not yet applied it. So that the English KKM is made as a KKM from several skills. It indicates that most student still face difficulties in their study of English in mastering writing, especially in writing descriptive text.

Based on questionnaire by the students, the researcher also found some factors of students' problems in learning English especially writing descriptive text. The students got difficulty to express their ideas and felt bored to learn writing because there was only a little variation strategy in

teaching writing in the classroom and teacher's teaching way is less interesting.⁸

Based on the data of preliminary research, the researcher found the cause of the problem such as the students writing descriptive text ability is still low. It happens because the teacher does not use appropriate way and the students face difficulties to develop idea in their text and to make descriptive text. Therefore, to overcome this problem the researcher will use cubing technique to help students' problem in writing descriptive text.

Cubing is a technique for swiftly considering a subject from 6 points of view. The emphasis is on swiftly and 6, we are going to improve the writing of our students through the cubing technique. This technique explores six different perspectives. First, you have to select a topic, person, problem, among others to explore. Students are to explore the same topic from six different perspectives as the sides of a cube. In each recipe, we are going to deal with a different topic and we are going to explore a different side or perspective and the cube will show that aspect.⁹

In the previous research Masitowarni used cubing technique to improving students' achievement in writing narrative text were interested in the applying of cubing technique student's motivation.¹⁰ In this research, the

⁸Seventh Grade Students' Questionnaire of SMPN 4 Sekampung Lampung Timur on January 10th, 2018, unpublished.

⁹Silvina P. Hillar, *Moodle 1.9 English Teacher's Cookbook* (Birmingham: Packt Publishing Ltd), p. 146

¹⁰Qolbi Chalish Masitowarni, "Improving Students' Achievement in Writing Narrative Text through Cubing Technique, Classroom Action Research (CAR)", Eleventh Grade Students of SMA Negeri 3 Binjai, English Department, Faculty Language and Arts, (State University of Medan, 2013), accessed on Saturday, 13th, January, 2018.

researcher is going to focus on writing skill in descriptive text by using cubing technique. The researcher took writing descriptive text because it is appropriate based on the materials in English Curriculum for SMP at Seventh Grade.

Based on the reasons stated above, the researcher is going to conduct a research entitled: “The Influence of Using Cubing Technique toward Students’ Descriptive Text Writing Ability at the Seventh Grade of SMPN 4 Sekampung Lampung Timur in Academic Year of 2018/2019”.

B. Identification of the Problem

Based on the background of those problems, the researcher identifies the problems as follows:

1. The students’ writing descriptive text score was still low.
2. The students got the difficulties in expressing their ideas.
3. The students did not like writing descriptive text.
4. The students get the difficulties in writing with grammar correctly

C. Limitation of the Problem

Based on the background and the identification of those problems, the researcher limited the problem only on the influence of using cubing technique toward students’ descriptive text writing ability about Animal, Person, and Place at the seventh grade of SMPN 4 Sekampung Lampung Timur in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the limitation above, the researcher will formulated the problem as follows: “Is there any Influence of using Cubing Technique towards Students’ Descriptive Text Writing Ability at the Seventh Grade of SMPN 4 Sekampung Lampung Timur in Academic Year of 2018/2019?”

E. Uses of the Research

The researcher expects that there will be some uses of this research as follows.

1. Theoretical Contribution of the Research

For the theoretical contribution, the result of this research will be expected to support the previous theories about cubing technique to improve writing ability, especially descriptive text writing ability.

2. Practical Contribution of the Research

a. For the students

The finding of this research also can give many advantages for the students. Theoretically, the students able to know the kind of their difficulties on writing. Practically, they can solve their difficulties by the teacher guidance and by their motivation themselves. Finally they can improve their writing ability in English language.

b. For the teacher

The finding of this research is able to give many advantages for the teacher. Theoretically, the teacher able to know the kinds of students’ problems on writing descriptive text ability. Practically, the teacher

can analyze the kinds of students' problems on writing skill. Besides that, the teacher able to know what should the teacher do to solve the students' problems on writing skill. Finally, teaching and learning writing skill by cubing technique can be improved and can improve the students' descriptive text writing ability.

c. For the school

The findings of this research can help the other researcher to get many information about student's writing skill and give the other imagination to do other study at this school.

d. For the researcher

The researcher suggested for the next researchers to investigate the influence of using cubing technique towards other text such as procedure text, recount text, etc..

F. Scope of the Research

1. Subject of the Research

The subject of this research was the students at the seventh grade of SMPN 4 Sekampung Lampung Timur.

2. Object of the Research

The object of this research was the students' descriptive text writing ability and the use of cubing technique.

3. Place of the Research

The place of this research was at SMPN 4 Sekampung Lampung Timur.

It is located on Jl. Raya Sekampung, Giriklopomulyo, kec. Sekampung
kab. Lampung Timur.

4. Time of the Research

The research was conducted at the second semester in the academic year
of 2018/2019.



CHAPTER II REVIEW OF RELATED LITERATURE

G. Teaching English as a Foreign Language

Language is fundamental human faculty used for creative expression, face to face communication, scientific enquiry, and many other purpose.¹¹ Language is a system of communication using sound or symbols that enables us to express our feelings, thoughts, ideas, and experiences.¹² Furthermore, according to Siahaan, language is an asset used by human as a tool of their communication.¹³ Based on those explanations, the researcher describes that language is used by many people to build a good relationship each other's to convey of their thought, ideas and feelings because without language it will be difficult for us to express our need and to do something.

English is an international language used widely in order to transfer the message of the communication itself. In Indonesia, English is a language that is learned by students as a foreign language. According to Harmer, English as a foreign language tend to be learning so that they can use English when travelling or to communicate with other people from whatever country who also speak English.¹⁴ As we know In Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi stated that In Indonesia, English is learned at schools

¹¹Elly Van Gelder, *A History of the English Language* (Amsterdam: John Benjamin Publishing, 2006), p. 1

¹²E. Bruce Goldstein, *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*, Second Edition (Nashville: Michele Sordi, 2008), p.370

¹³Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 1

¹⁴Jeremy Harmer, *How to Teach English* (Edinburg Gate: Longman, 2007), p. 12

and people do not speak the language in the society.¹⁵ It means that in Indonesia, English is not used for communication in the daily life. English as also an international language is learned by many people all over world. It has big influence to the human life. By using foreign language, students can communicate and interact with other countries in the world.

From the theories above, it can be concluded that teaching English as foreign language is a process to give English knowledge from the teacher to the learners to make them understand English. Furthermore, teaching English as foreign language is to help and to facilitate English learning.

H. Writing

Writing will show many things about the researcher, such as the way of thinking, knowledge, problem solution and others. Writing is an activity that we will write based on several constraints about the genre but also its element should be present. According to Harmer, writing is a process and that we write is often heavily influenced by constraint of genres, then these elements have to be present in learning activities.¹⁶ According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.¹⁷ The researcher describes that writing is the best way to share personal meaning which is the point of view of a topic. Writing is productive and expressive skill. Writing is a process of communication which uses a conventional graphic system to

¹⁵Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.22

¹⁶Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.86.

¹⁷Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p. 9

convey a message to a reader.¹⁸ Based on the several definitions above, writing is a way or process of sharing personal meaning in the topic and these elements should be present in the learning activities to convey a message to a reader.

Based on theories, the researcher argues that writing is one of English skills that needs to practice more, because writing is a way to produce well organized written language. Furthermore, writing is a productive skill, a system for sharing personal meaning in written form to convey a message to a reader.



I. Writing Process

There are different views on the stages that researchers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing.¹⁹ A typical prewriting activity in the process approach would be for students to brainstorm on the topic of houses. At the composing/drafting stage, students would select and structure the result of the brainstorming session to provide a plan of description of a house. This would guide the first draft of a description of a particular house. After discussion, the students may revise the first draft working individually or in group. Finally, the learners would edit or proof-read the text. In the process of writing, the students should use language structure, and diction. Besides, in writing, we need much exercise or practice regularly.

¹⁸Erika Linderman, *A Rhetoric for Writing Teachers* (Chicago: The University of Chicago Press, 1983), p. 11

¹⁹Christopher Tribble, *Op. Cit*, p. 39.

Therefore, writing is never a one-step action: it is a process that has several steps.²⁰ It means that writing process is not instantly activity, but it needs some processes that should be done by the researcher when the researcher will write. Harmer states, there are some processes of writing, they are:

1. Planning

Experienced researchers plan what they are going to write. Before they start to write or type, they try and decide what is they are going to say. For some researchers this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

3. Editing (reflecting and revising)

Once researcher have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. When researchers revise, they are attending to language quality and message cohesion. But when researchers edit, they often concentrate on

²⁰Alice Oshima, *Introduction Academic Writing*, Third Edition (New York: Addison Wesley Longman, 1997), p.15

mechanics.²¹ In this case, the researcher make sure that sentences have a appropriate punctuation, correct grammar, and proper spelling.²²

4. Final Version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.²³

From that explanation, the researcher concludes that writing process is a process to make something in form of written language. The students make a good writing if they follow rules of writing process such as begin with planning, drafting, editing and final version.

J. Writing Ability

Writing ability is one of English skill that aims to the ability to create words and express the ideas in order to the readers can understand about the writers' ideas, thoughts and feelings. According to Weigel, writing ability is the skill that we want to test is a critical starting point in designing a test for particular context will depend in large measure in the specific group of second-language researchers and the type of writing that these researcher are likely to engage in.²⁴ Moreover, Yi stated that writing ability as the ability to respond to a given stimulus.²⁵ Based on the explanation above, the researcher concludes that writing ability is the ability that we want to test especially in

²¹Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Alexandria: Association for Supervision and Curriculum Development, 2005), p.21

²²*Ibid*, p. 21

²³Jeremy Harmer, *How to Teach Writing* (New York: Longman Publishing, 2009), p.4

²⁴Sara Cushing Weigel, *Assessing Writing* (New York: Cambridge University Press, 2002), p.14

²⁵Jyi-yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Schools*, [Online], 2009, Available at <http://files.eric.ed.gov/fulltext/EJ921024.pdf>, [May 1st, 2018]

writing and get the stimulus in the skill that we want to test is a critical starting point in designing a test for particular context.

Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.²⁶ In addition, Heaton states five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).²⁷

Based on those explanations, the researcher concludes that writing ability is an ability to create words or idea. Writing is not only activity of arranging words but also organizing the rule of writing by considering the aspect such as content, organization, vocabulary, language, and mechanics.

K. Teaching Writing

Teaching writing is teaching students to gather ideas, organize them, and arrange them into a good composition, the teacher offers guidance in helping students to engage in the process of composing the word. The teacher should

130. ²⁶Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University, 1996), p.

²⁷J. B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p. 135

encourage the student to develop their ideas by using own thought. According to Praveen and Patel, “in the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to write correct spelling because they have reproduced the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters”.²⁸ Therefore, the teacher has to give the example for the student so it can help the student to practice writing.

According Tribble, this implies that, for variety of practical reason, it though they mastery of writing that the individual comes to be fully effective in intellectual organization, not only in management of everyday affairs, but also in the expression of ideas and argument.²⁹ Teaching writing is teaching the way to be able to write in a foreign language. Here the students are trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in written form.

According to Beth, *et al* writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot sustain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an

²⁸M. Jain. Praveen and Patel, *English Language Teaching (Methods, Tool and Technique)*, (Rajput: Sunrise Publishers and Distributors, 2008), p.126

²⁹Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.13.

idea and write about it with all their heart”.³⁰ Likewise, the start of writing is what we like to write such as we like a story, a genre or a subject. That can supply our suggestion to write.

According to Harmer, students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.³¹ It means that the teacher should be able to train and supports the students to write correctly. Not only learning about how to make good writing, but also the students should have to know how to make their writing better than before at the role a putting the position of their words. Besides, according to Hyland as EFL/ESL writing teachers, our main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience.³² It means that the teacher needs suitable technique to help the students in learning writing.

Based on those statements, the researcher concludes that teaching writing is teaching the way to be able to write in a foreign language from the basic level to the advanced level. Teaching writing is also as a process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text. Therefore, the teacher should be creative in teaching learning process. The teacher not only be given a material,

³⁰Beth Lindy and Means, *Teaching Writing in Middle School: Tips, Trick and Technique* (California: Greenwood Publisher, 1998), p.21

³¹Jeremy Harmer, *Op. Cit*, p.55.

³²Hyland, *Op. Cit*, p.1.

but also the teacher should be as motivator for them how to write a good written.

L. Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.³³ It means that text is a number of words to give a message to somebody in written or spoken. According to Partridge, there are some types of writing as follows:

1. Recount Text

Recount is the type of writing that has purpose to tell what happened, to record events for the purpose of informing.

2. Procedure Text

Procedure is the type of writing that has purpose to tell someone how to do or make something, to describe, how something is accomplished through a sequence or steps or actions.

3. Argument Text

Argument is the type of writing that has purpose to take a position on some issue, to justify, to persuade the reader or listener, that something is in a case.

³³Mark Anderson, Kathy Anderson, *Text Type in English* ((Sydney: Mackmillan, 1997),

4. Discussion Text

Discussion is the type of writing that has the purpose to present information about more than one point of view.

5. Narrative Text

Narrative is the type of writing that has the purpose to tell a story, to entertain, to amuse.

6. Anecdote Text

Anecdote is the type of writing that has the purpose to share an account of an unusual or amusing incident.

7. Report Text

Report is the type of writing that has the purpose to provide information about natural and non-natural phenomena, to classify and describe the phenomena of our world.

8. Explanation Text

Explanation is the type of writing that has the purpose to explain how something works, to give reasons some phenomenon.

9. Descriptive Text

Descriptive is the type of writing that has the purpose to describe a particular person, place, or thing.³⁴

The researcher concludes that there are nine types of writing that are mentioned above, but in this research the researcher especially discussed about description. According to the students in SMPN 4 Sekampung Lampung

³⁴Brian Partridge, *Loc. Cit.*

Timur, descriptive text is the difficult type of writing because the students felt confuse when they ask to identify and describe an object. Therefore, descriptive text could be harder to be done practically, if the students do not understand about it.

M. Descriptive Text

Description help someone to know specific information about something that is described. It helps someone to imagine something that is described; about sound, form even taste. It will be easier for someone. Wishon and Burks stated description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.³⁵ Moreover, Siahaan stated the function of descriptive text is to describe a particular person, place, or thing. A descriptive text containing two components: the identification and the description.

The identification is to identify the object to describe. The description describes parts, qualities, and the characteristics of the parts of the object.³⁶ Anderson and Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.³⁷ Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.³⁸

³⁵George E. Wishon and Julia M. Burks, *Let's Write English*, Revised Edition (New York: Litton Educational Publishing International, 1980), p.128

³⁶Sanggam Siahaan and Kisno Shinoda, *Loc. Cit.*

³⁷Anderson, *Op. Cit.*, p. 28.

³⁸Pardiyono, *Pasti bisa Teaching Genre Based Writing* (Yogyakarta: CV Andi Offset, 2007), p. 34.

a) Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non-human).

b) Rhetorical structure

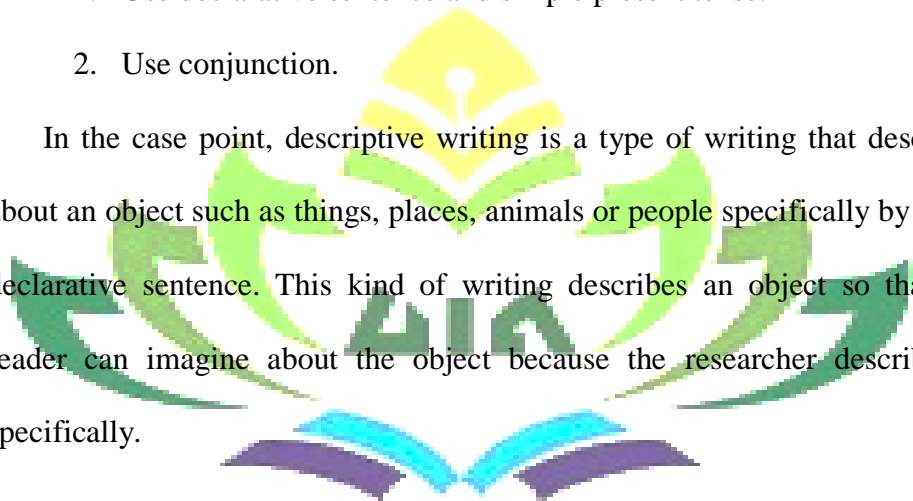
A descriptive writing has generic structure. They are:

1. Identification: general description about an object.
2. Description: specific description about an object.

c) Grammatical Pattern

1. Use declarative sentence and simple present tense.
2. Use conjunction.

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the researcher describes it specifically.



d) The Example of Descriptive Text Writing

My Sphynx Cat

Identification: My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

Description: I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

<https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html>

Figure 3.1
The Example of Descriptive Text Writing

Based on the explanation about the descriptive text above, the researcher takes conclusion that descriptive text is a text that describe a person, thing, places, or an animal that has been specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contains in descriptive text, they are identification and description.

N. Descriptive Text Writing Ability

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Writing is not easy. It takes study and practice to develop this skill.³⁹ According to Weigel, writing ability is the skill that we want to test is a critical starting point in designing a test for particular context will depend on large measure in the specific group of second-language researchers and the

³⁹Alice Oshima and Ann Hogue, *Op. Cit*, p.3

type of writing that these researcher are likely to engage in.⁴⁰ Besides doing the process of writing as well, the researcher also needs to practice it more and be repeated. Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.⁴¹ It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

Anderson and Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.⁴² In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the researcher describes it specifically.

Based on the explanation above, the researcher may conclude that the students' descriptive writing ability is their ability to describe an object in detail with good mastery of the five aspects of writing like content, organization, vocabulary, language and mechanics.

O. Cubing Technique

Cubing is a technique for swiftly considering a subject from 6 points of view. The emphasis is on swiftly and 6, we are going to improve the writing of

⁴⁰Sara Cushing Weigel, *Assessing Writing* (New York: Cambridge University Press, 2002), p.14

⁴¹Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University, 1996), p. 130.

⁴²Anderson, *Op. Cit*, p. 28.

our students through the cubing technique.⁴³ It means that cubing is a technique that can contribute to developing students' writing skills. This technique can explain one topic in six points of view according to the side of the cube, therefore students can improve their writing skills based on the point of view on the sixth side of the cube and produce new products that are well written.

Cubing is a prewriting technique in writing as a technique designed to help the researcher learn to look at a subject from a variety of perspectives. During this prewriting, students quickly shift perspectives on a topic, usually a thing, by describing it; associating it with some experience, person, or event; applying it in some way; analyzing it by breaking it into parts; comparing it to or contrasting it with something; and finally arguing for or against it taking a stand. By writing something for each of these, the researcher progresses through Bloom's taxonomy and uses higher levels of thinking.⁴⁴ Based on the explanation above cubing is a kind of teaching technique for teaching writing based on the physical appearance of representing the idea of a cube that has six sides to exploring the topic or idea and describing it to make them able to write of writing work.

The researcher infers that based on the experts' opinion, cubing technique is able to contribute in developing students writing skills. Moreover, cubing technique can be applied for some levels of learners. In conclusion,

⁴³Silvina P. Hilar, *Moodle 1.9 English Teacher's Cookbook* (Birmingham: Packt Publishing Ltd), p. 146.

⁴⁴Joyce Armstrong Carroll and Edward E. Wilson, *Acts of Teaching: How to Teach Writing* (Englewood: Teacher Ideas Press, 1993), p. 80.

cubing is a technique in writing whose application was inspired by the shape of a cube which has six sides. The technique is based on the physical appearance of representing the idea of a cube that has six sides. The six sides or perspectives of cubing are: Describe, Compare, Associate, Analyze, Apply, and Argue. Cubing is one of the kinds of teaching writing technique for rapidly exploring a topic and it can help the students to organize and develop their idea to make them able to write of writing work.

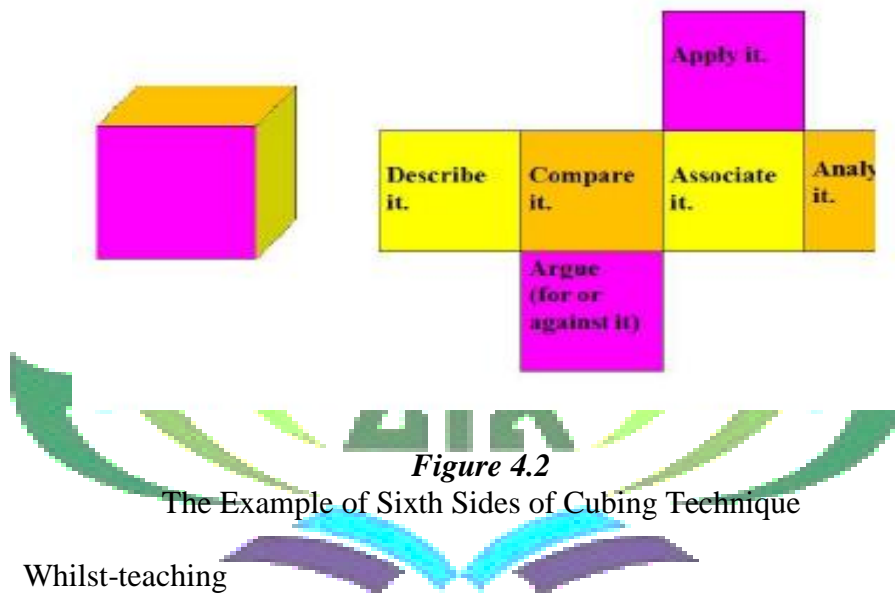
P. Procedure of Cubing Technique

We are going to use a prewriting technique. This technique explores six different perspectives. First, you have to select a topic, person, problem, among others to explore. Students are to explore the same topic from six different perspectives as the sides of a cube. In each recipe, we are going to deal with a different topic and we are going to explore a different side or perspective and the cube will show that aspect.⁴⁵ Cubing is to write according to the following six stages: Describe it, Compare it, Associate it, Analyze it, Apply it, Argue (for or against it). The “six-stage” formula can be used as a basis to write a paragraph or an essay. In this section, the procedures in teaching the cubing technique to EFL learners are elaborated. In the teaching process, it is necessary to make sure that each of the stages of cubing is elaborated and given a clear example.

⁴⁵Hilar, *Op. Cit*, p. 146

1. Pre-teaching

- a. Introduce to the students the concept of “cube” by giving them some examples. The example can be a dice or a rubric cube. It is also important to open all sides of the cube to show that there are six sides.
- b. Explain that the six sides of the cube represent six “perspective” containing “Describe,” “Compare,” “Associate,” “Analyze,” “Apply,” and “Argue (for or against it)” (see Figure 1)



2. Whilst-teaching

- a. Ask the students to pay attention to the stages of the cubing technique. While explaining, give the students example from the first sample material.

1. Describe it.

At this first stage, you should introduce the topic and describe it so that it appeals to (any of) the five senses (sight, sound, taste, touch, and/or smell).

2. Compare it.

For this second side of cube, you need to compare (and/or contrast) the topic with another thing. Are the two things similar or are they different from each other? If so, you need to point this out and identify the connection between the two objects or issues.

3. Associate it.

At this stage of writing, think of or reflect on a pleasant memory regarding the object. You might ask yourself: What sort of impression do I have when I look at the object? Does it symbolize or have a connection with something else?

4. Analyze it.

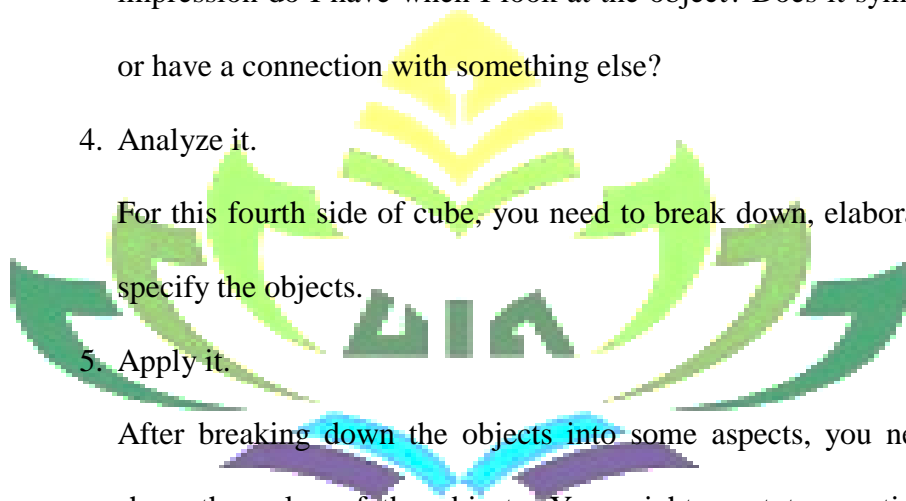
For this fourth side of cube, you need to break down, elaborate, or specify the objects.

5. Apply it.

After breaking down the objects into some aspects, you need to show the value of the objects. You might want to mention the function, the use, or how the objects could be effective. Tell what you can (cannot) do with it.

6. Argue (for or against it).

For the final side of the cube, you might highlight the strong or the poor feature of the objects. In short, you make argue for or against it.



- b. Explain that the combination of all sentences developed through the six phases result in the production of a cubing-based paragraph. Then show the complete paragraph.
- c. Give more examples by showing the paragraph so that the students can understand that a cubing paragraph can be developed into an essay by adding some more sentences to the existing sentences.
- d. Explain two rules that have to be followed in cubing.

To apply this technique, there are four rules that have to be followed:

- a. All six sides of the cubes must be used and they should be done in the proper sequence.
- b. Move fast.
- c. For writing and essay, use between 3 and 5 minutes for each of the first five sides and use five full minutes for the last side.
- d. Ask the students to develop their own paragraph using the cubing technique. Set the timing and give 2 minutes for each side of the cube.

3. Post-teaching

- a. Remind the students that after they have finished writing all six sides of the cube, ask them to reread the draft and revise any parts which need to be improved.
- b. Ask them to submit the text that they have written.⁴⁶

⁴⁶Bambang Yudi Cahyono, *Helping EFL Learners to Develop Ideas in Writing Using the "Cubing" Technique*, CAHAYA Lingua Vol. 01, No. 01, September 2012 Bambang Yudi Cahyono STBA Cahaya Surya Kediri, State University of Malang, East Java available on

Based on those explanations, it can be concluded that there are some of stages cubing technique. At other times, you will need to write according to the following six stages.

Q. The Procedure of Teaching Writing Using Cubing Technique

To help this research, the researcher modify the procedure of cubing technique, there are:

1. Introduce to the students the concept of “cube” by giving some examples.

The example can be a dice or a rubric cube. In this research, the researcher used dice which contained six sides which had to be explained by students.

2. Explain the six sides of the cube represent six “perspective” containing “Describe,” “Compare,” “Associate,” “Analyze,” “Apply,” “Argue (for or againsts it).” In this study, the author gives several instructions from to all six sides, given time.

3. The students describe the topic, for example explain topics about animals, people and places.

4. The students compare the object with another similar object, for example objects about animals, people and places.

5. After that, the students write the connection / reflection of the object with something else compared to what students have made.

6. Then, the students elaborate and specify the object about animals, people or places that have been connected with sentences that have been made.

7. After that, the students write the use/ the benefit of the object that have been made.
8. Finally, the students combine all the sentences that have been written to make a descriptive text.

R. Advantages and Disadvantages of Cubing Technique

There are some advantages and disadvantages of cubing technique. They are developing students conceptual understanding of a topic, developing students' activity, and developing students paragraph writing skill. Altieri says that cubing can be designed to help students look at a topic from different perspective. The purpose of the activity is to help with researcher block in which students brainstorm each of the six perspective and write on of these perspective (describing, associating, comprising, analyzing, applying, and arguing).⁴⁷ This technique can help the students to analyze the topic in depth. In addition, Axelrod explains the benefits of Cubing technique are:

- a. Allows students to explore multiple dimensions of a topic to grasp a deeper understanding.
- b. The students are able to review the information they covered and clarify main points.
- c. Helps students build a structured outline for a writing assignment.⁴⁸

In other hand, using cubing technique has disadvantages. According to Cahyono, when looking at the students more specifically, I noticed that the

⁴⁷Altieri, L. J., *Literacy + Match = Creative Connection in the Elementary Classroom* (Washington, DC: International Reading Association. Inc, 2010), p. 61.

⁴⁸Axelrod, R. B., Cooper., & Charles R., *The St. Martin's guide to writing*. Boston (MA: Bedford, 2008), p. 35.

most difficult part of the cubing technique is the third phase, that is “associating.” Some students failed in stating the association which is resulted from the “it”. Thus, the associating part is not about the “it” per se, but about something else that comes to mind because of the “it”.⁴⁹ It means that, the most difficult part of the cubing technique is the third phase, namely associating. Usually some students fail the difficulty in the transmission of this section is to bring together several thoughts that already exist. We will ask ourselves what impression I have when I see the object.

As the conclusion, the researcher concludes that cubing has advantages and disadvantages as some random techniques have. It will make the learning process time longer. Most of students failed in the third phase, in order to cope with this problem, for the students to state the association more explicitly by using words such as remind, remember, make me think, and come to mind.

S. Free Writing Technique

Another prewriting technique is free writing. According to Oshima and Hogue free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.⁵⁰ When you free write, you write "freely" without stopping-on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.⁵¹ In other book according to Oshima and Hogue also support that, as with listing, the purpose of free

⁴⁹Cahyono, *Loc. Cit.*

⁵⁰Alice Oshima and Ann Hogue, *Op. Cit.* p.6.

⁵¹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Pearson Education, 2007), p.34.

writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.⁵² It produces raw, often unusable material but help the research overcome block of apathy and self-criticism. It is will be used mainly prose by researcher and writing teachers. Some researchers use technique to collect initial thinks and ideas on a topic, often as a preliminary to formal writing. In free writing one writes sentences to form a text about whatever comes to mind.

The students will write without regard to spelling, grammar, and no corrections. If the student reaches the point when they do not think anything to will write, they write that they do not think of anything, until they find another line of thinking. At time, the student may also do a focus on free write, letting choose the topic structure their thinking. Expending from the topic, the thinking may stray to make connection and create more abstract views on the topic.

This technique will help the researcher to explore a particular subject before putting ideas into a more basic context. In conclusion, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques. Free writing is all the thinking process, not about a product or a performance for a student or researcher.

⁵²Alice Oshima and Ann Hogue, *Loc. Cit*, p.6.

T. Procedure of Free Writing Technique

There are some procedures of teaching writing using free writing technique as follows:⁵³

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas.
Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take that main idea and free writing again.

U. Advantages and Disadvantages of Free Writing Technique

Clarkson (2009) explains several advantages of free writing technique, as follow:

- a) It makes you more comfortable about writing.
- b) It helps you get around your inner critic, the one telling you cannot write.
- c) It helps release inner anxiety.
- d) It helps you discover topics to write about.
- e) It helps you improve your formal writing.
- f) It is fun⁵⁴

⁵³ *Ibid*, p. 7

⁵⁴ Clarkson, R. (2009). Free Writing, A Great Technique to Practice English. From <http://www.esl-jobs-forum.com/viewtopic.php?p=9937> <http://www.esl-jobsforum.com/viewtopic.php?p=9937>. [Online]. Retrieved on September 10, 2013

Futhermore, Elbow (1998: 14-15) elaborates several benefits of free writing, especially for language class; i.e, (1) free writing makes writing easier by helping learner with the root psychological or existential difficulty in writing: finding words in his/her head and putting them down on a blank piece of paper; (2) free writing is the best way to learn to separate the producing process from revising process; (3) free writing is a good way to warm up to make time effective and help student find words easily; (4) free writing is a useful outlet of feelings; and (5) free writing is one of the alternatives to improve learners' writing performance.⁵⁵

There are two types of free writing technique; they are: (1) unfocused free writing: the writer chooses the topic and is free to shift from subject to subject. Often this is used to generate ideas for a piece of writing on any topic of the writer's choice; (2) focused free writing: the writer focuses attention on a specific subject, often in response to an assigned task. Focused free writing is often used in classrooms. Free writing activities enable students to try out their language in a freer way. However, since the more language the children have, the easier it is to work on free writing activities (Scott, and Ytreberg (2002: 74).⁵⁶

V. Frame of Thinking

Most of the students think that writing is the most difficult to study. It come from the students are not interest in learning writing because when the

⁵⁵ Elbow, Peter. (2000). *Everyone Can Write*. New York, Oxford: Oxford University Press.

⁵⁶Scott, W.A. and Ytreberg, L. H, *Teaching English to Children* (London: Longman, 2002).

students learning writing, they may be confused what to write. Another reason that makes the students lazy to write is to make a good writing they still lack of vocabulary, they do not know how to develop their content and good grammatical pattern.

In order to help the students in learning writing, an English teacher must have a good strategy to teach. In this case, the researcher offers technique that hopefully can increased their ability in writing by using cubing technique in teaching writing descriptive text. Cubing is an excellent technique for rapidly exploring a topic. It reveals quickly what you know and what you don't know, and it may alert you to decide to narrow or expand your topic. It can help the students to organize and develop their idea to make them able to write of writing work.

The researcher believes that cubing technique is one of the solutions to help the students to writing descriptive text. It can be used in small groups or individual works. It can help the students to learn more effective and efficient. Because the students can explore multiple dimensions of a topic to understanding. The students can learn descriptive text easier because by using cubing is able to review the information they covered and clarify main points. Cubing technique can help students build a structured outline for a writing assignment. Therefore, using cubing technique can give positive influence for the students writing ability in descriptive text.

W. Hypotheses

The researcher formulating the hypotheses of this research as follows:

H_a : There is a significant influence in using cubing technique toward students' writing ability in descriptive text at the seventh grade of SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019.

H_o : There is no significant influence of using cubing technique toward students' writing ability in descriptive text at the seventh grade of SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The researcher used experimental design to conduct this quantitative research that the purpose is to know the influence of using cubing technique towards students' descriptive text writing ability. Experimental design is the general plan to carrying out a study with and active independent variable.⁵⁷ In this research, the researcher used quasi experimental research design, quasi-experiments include assignment, but not random assignment of participants to groups. This is because the researcher cannot artificially create groups for the experiment.⁵⁸ In this research, the researcher used two classes of students that consist of one class as the experimental class and another class as the control class.

According to Ary, et.al., who state that the variety of quasi experimental designs, which can be divided into two main categories, there are pre-test, post-test, and post-test-only.⁵⁹ The researcher used pre-test and post-test. The researcher applied the pre-test and post-test design approach to a quasi-experimental design. The researcher design can be presented in table 1:

⁵⁷Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education Eighth Edition* (Nashville: Wadsworth Cengage Learning, 2010), p.301.

⁵⁸John W. Creswell, *Educational Research*, Fourth Edition (Boston: Pearson Education, 2008.) p.309.

⁵⁹ Ary, et.al., *Op. Cit*, p.307.

Table 3
Pre-test and Post-test Design

Select Control Group	Pre- te st	Control Treatment	Post- test
Select Experimental Group	Pre- te st	Experimental Treatment	Post- test

In this research, the students were given pre-test to know their descriptive text writing ability before treatment and post-test after the treatment by cubing technique. The pre-test and post-test conducted for control and experimental class.

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study.⁶⁰ There are two variables in this research namely: independent variable and dependent variable. Independent variable is the major variable which was investigated. It is the variable that was selected, manipulated, and measured in the research. While the dependent variable is a variable which is observed and measured to determine the effect of the independent variable.⁶¹ In this research, the researcher used cubing technique as independent variable and descriptive text as a dependent variable.

C. Operational Definition of Variable

⁶⁰ Creswell, *Op. Cit*, p.112.

⁶¹ *Ibid*, p.115-116.

The operational definition of variable used to describe the characteristics of the variable investigated of the researcher as follows:

1. Cubing technique is a kind of teaching technique for teaching writing based on the physical appearance of representing the idea of a cube that has six sides to exploring the topic or idea and describing it to make them able to write of writing work, in this case in the form of text.
2. Students' descriptive text writing ability is the ability to create words and to imagine something that is describe about person, place or thing.

D. Population, Sample and Sampling Technique

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁶² According to Ary, *et.al.*, who state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁶³ Population of this research is all of the students at the second semester of the seventh grade of SMPN 4 Sekampung Lampung Timur.

The number of population are 164 students consists of five classes as shown on the table 2:

⁶²James B. Schreiber and Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis* (Cambridge: John Willey and Sons Inc, 2011), p.83.

⁶³Ary, *et.al.*, *Op. Cit*, p.148.

Table 3.1
The Population of the Students at the Second Semester of Seventh Grade of
SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019

No.	Class	Gender		The Number of Students
		Male	Female	
1.	VII 1	8	23	31
2.	VII 2	10	20	30
3.	VII 3	9	25	34
4.	VII 4	13	22	35
5.	VII 5	12	22	34
Total		52	112	164

Source: Document SMPN 4 Sekampung Lampung Timur 2018/2019

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶⁴ Frankel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁶⁵ The sample of this research was divided into two classes. Because there are two classes, the class VII-1 that was as experimental class and VII-2 as control class was chosen by sampling technique below.

3. Sampling Technique

⁶⁴Creswell, *Op.Cit.*, p.142.

⁶⁵Jack R. Fraenkel, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p.106.

In getting the sample from population, the researcher used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.⁶⁶ The researcher conducted the research at the second semester of the seventh grade. The second semester of seventh grade consists of five classes, but it is quite hard to maintain all of the seventh-grade students as sample of this research, so the researcher selected two classes as the sample. Steps in determining the experimental class and control class as follows:

1. The first, the researcher wrote five names of classes in small pieces of paper and then the researcher will rolled them up and put them into a glass.
2. The second, the researcher shook and chose an experimental class first by putting one of them out the glass randomly. After that, the class which come out of the glass was the experimental class.
3. Then, pieces of the rolled papers inserted back and shake out the back to get the control class.

E. Data Collecting Technique

In collecting the data, the researcher used test as the solely employed technique which includes pre-test and post-test:

1. Pre-test

⁶⁶ Schreiber, *Op. Cit*, p.89.

The pre-test was given before the treatment. It was done by writing the descriptive text based on the topics that was provided. The researcher gave pre-test to the students in control class and the experimental class to measure their descriptive text writing ability before treatment. In pre-test, the students asked to write descriptive text that consists of 100 words or more and 80 minutes for time allocation based on the picture of the topics by choosing the topics that were provided.

2. Post-test

The post-test was done after the students in experimental and control class got the treatment by using cubing technique. In the post-test, the students also were asked to write descriptive text that consist of 100 or more words and 80 minutes for time allocation based on the picture of the topics by choosing the topics that were provided.

F. Research Instrument

Before collecting the data, the researcher made an instrument. The instrument is a tool used to collect the data.⁶⁷ The research instrument that was used in this research is writing test. The researcher made two instruments, they are pre-test and post-test. The instrument of pre-test and post-test were tested to compose a descriptive text.

Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not

⁶⁷ Sugiyono, *Op. Cit*, p.133.

be appropriate for low proficiency learners.⁶⁸ Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.⁶⁹ Cooper adds that the time limit of a writing exercise from 70 to 90 minutes for high school students.⁷⁰

From several definitions above, there are so many references for the length of words and time allocation. Then, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for time allocation. Then, the researcher assumed that the seventh grade is in junior high level category. So, the minimum of words should be written by them is 100 words or more and 80 minutes for time allocation. Based on the K13 syllabus for Junior High School, one course hour last for 40 minutes. In this research, the researcher took two course hours last for 80 minutes are used to provide an explanation of the descriptive text writing instruction, collecting students' writing work, and the unexpected time during the test.

In this case, the students made a composition in descriptive text that consists of 100 words or more and 80 minutes for time allocation based on the picture of the topics by choosing the topics that were provided. Each student chose one topic and wrote a descriptive text in each test.

⁶⁸ Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts* (Norwood: NJ Ablex, 1991), p. 5.

⁶⁹ Ros Wilson, *Oxford Primary Writing Assessment* (Glasgow : Oxford University Press, 2015), p. 7.

⁷⁰ Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984, available on <https://www.ets.org/RR-84-12-Cooper>, accessed on Wednesday 3rd, May 2017.

1. Pre-test instrument:
 - a. Picture of Animal (Cats).
 - b. Picture of Actor (Al Ghazali).
 - c. Picture of Place (Way Kambas National Park).
2. Post-test instrument:
 - a. Picture of Animal (Panda).
 - b. Picture of Actress (Pevita Pearce).
 - c. Picture of Place (Archaeological Site of Pugung Raharjo).

G. Scoring Procedure

The score of tests were calculated based on the following scoring system proposed by Tribble:⁷¹

Table 3.2
Scoring System

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of

⁷¹Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130.

		ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate

	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complex's structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

Besides, in this research the researcher used inter-rater to score the result of the test. The scoring was done by researcher and another person who also scores the test, the English teacher in the school. The scores of two raters are summed up and then were divided into two. The final score = Content + Organization + Vocabulary + Language + Mechanics.

Example:

Content	: 20
Organization	: 20
Vocabulary	: 20
Language	: 30
Mechanics	: 10
Total	: 100

H. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

1. Finding the subject of research

The researcher chose the students of seventh grade of SMPN 4 Sekampung Lampung Timur as a subject of the research. There are two classes were the subjects of the research. One class is experimental class and another is control class.

2. Designing the instruments of the research

The instrument that was used in this research is writing test. The students got the same instrument for both classes in several topics that were consulted.

3. Administering the pre-test

The pre-test is used to find out the students' initial ability. Here, students was assigned to write descriptive text that consists of 100 words or more based on the picture of the topics by choosing the topics that were provided. The topics are:

- a. Picture of Animal (Cats).
- b. Picture of Actor (Al Ghazali).
- c. Picture of Place (Way Kambas National Park).

4. Conducting treatment

The treatment was done in three times after pre-test. Each of treatments were conducted twice a week. In the first treatment, the researcher as the teacher was taught the students about how to describe animals. At the second treatment, the researcher taught the students by the theme describing a actor or actress. The third, the students were got the explanation about how to describe place. In the revision stage of their writing process each of meetings, the researcher used cubing technique in the experimental class, and free writing in the control class.

5. Administering the post-test

Post-test was administered to measure whether there is an improvement of students' descriptive text writing ability. The students were assigned to make a descriptive text that consists of 100 words or more based on the picture of the topics by choosing the topics that were provided. The topics are:

- a. Picture of Animal (Panda).

b. Picture of Actress (Pevita Pearce).

c. Picture of Place (Archaeological Site of Pugung Raharjo)

6. Analyzing the result (pre-test and post-test)

After finishing scoring students' work, the researcher compared the result of the pre-test and post-test to see whether the score of the post-test is higher than the score in the pre-test.

7. Analyzing the Data

After collecting the data, the researcher analyzed the data quantitatively.

I. Validity and Reliability of the Test

1. Validity of the Test

A good test is the test that has validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measure.⁷² It means that a good test must have validity, so the test can be measured based on the aspects in writing that was measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter

⁷² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.102.

specialists.⁷³ It means that to get content validity the test was adapted with syllabus and the student book that is the test that suitable with subject that was taught to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that was measured because in this research the test is intend to measure students' descriptive text writing ability of the seventh grade of Junior High School.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁷⁴ It means that construct validity is focused on the aspects of the test which can measure the ability especially for students' descriptive text writing ability. In this research, the researcher asked students to make a descriptive text test that can measure the students' descriptive text writing ability based on the scoring covers five aspects of writing that are adapted from Tribble, and they are, content, organization, vocabulary, language and mechanics. To make sure, the researcher consulted to the English teacher of SMPN 4 Sekampung Lampung Timur, Mrs. Sri Rukmini, S.Pd as an English Teacher for determining whether the test was obtained construct validity or not.

2. Reliability of the Test

⁷³John W. Best and James V. Kahn, *Research in Education*, Seventh Edition (New Delhi: Prentice-Hall, 1995), p. 295.

⁷⁴*Ibid*, p.296.

Reliability is the consistency or stability of the values, test scores, or weight measurement.⁷⁵ Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the researcher, the researcher use inter-rater reliability. According to Ary, a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called the inter-rater or inter-observer reliability.⁷⁶ It means that, inter-rater reliability is used when scores on the tests are independently estimated by two or more judges or raters. They are the teacher and the researcher. Furthermore, to know the degree of the level of reliability of written, the researcher will use SPSS (*Statistical Package for Social Science*). The researcher consulted the criteria of reliability as follows:

0. 80 – 1. 00 = very high

0. 60 – 0. 80 = high

0. 40 – 0. 60 = medium

0. 20 – 0. 40 = low

0. 00 – 0. 20 = very low.⁷⁷

The result from analyzing the students' score of writing test in pretest and posttest by using SPSS, the researcher got the result 0.930 for pretest and 0.860 for posttest in control class and the researcher got the result 0.754 for

⁷⁵ Schreiber, *Op. Cit*, p.110.

⁷⁶ Ary, *et.al.*, *Op. Cit*, p.256.

⁷⁷ *Ibid*, p.319.

pretest and 0.714 for posttest in experimental class. Based on the criteria of reliability above, it was concluded that the criteria of reliability are very high reliability in control class and high reliability in experimental class. (See appendix 13-16).

J. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher followed Kouamé's research. The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.⁷⁸ The questions was tested individually the questionnaire for readability that was attached. After that, the researcher measured mean of each item. Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

⁷⁸Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Journal of Multi-Disciplinary Evaluation Vol. VI No. 14 August 2010 available on journals.sfu.ca accessed on February 28th, 2017) p.133.

⁷⁹ Furthermore, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. After the researcher calculated the data, the mean of the items (instrument) of writing test was 2.54 (lower than 4.46), it means that the instrument was readable. (See appendix 12)

K. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There are two assumptions that were done, before the researcher analyzed the data by using t-test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

To analyze the data, the researcher used normality test to know whether the data was normally distributed or not so that the researcher decided what type of test that was used to test the hypothesis of the research. The normality test will be used to measure weather the data in the experimental class and

⁷⁹*Ibid*, p.134.

control classes are normally distributed or not.⁸⁰ In this case, the researcher used SPSS (*Statistical Package for Social Science*). The tests of normality used Kolmogorov-Smirnov and Shapiro-Wilk. The hypothesis for the normality test was formulated as follows:

H_0 : The data are normally distributed

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis are as follows:

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

b. Homogeneity Test

Another requirement test of deciding the types of research hypothesis test is homogeneity test. Homogeneity is used to determine whether the data is homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employed levane statistic test.

The hypotheses for the homogeneity tests was formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

⁸⁰ Budiyo, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p.170.

2. Hypothetical Test

After giving the test and finding the result of two rates the formula, the data was analyzed by using SPSS (*Statistical Package for Social Science*). The purpose of using SPSS in this case was to practicality and efficiency in the study.

The hypothesis formulas are:

H_a: There is a significant influence of using cubing towards students' descriptive text writing ability at the first semester of seventh grade of SMPN 4 Sekampung Lampung Timur in the academic year of 2018/2019.

H₀: There is no significant influence of using cubing towards students' descriptive text writing ability at the first semester of seventh grade of SMPN 4 Sekampung Lampung Timur in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

H₀ is accepted if $\text{Sig.} < \alpha = 0.05$

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The research was aimed to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using cubing technique. The research was conducted of the second semester of the seventh grade of SMPN 4 Sekampung Lampung Timur. The number of population was 164 students of the second semester. Two classes as sample of research, they were VII 1 and VII 2. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. Result of Pre-Test

The pre-test was conducted in order to know students' writing ability in descriptive text before the treatments given. The researcher conducted the pre-test in control class on Wednesday, May 1st, 2019. While in experimental class was in the same day. The score of the students' writing ability that were tested could be seen in Figure 1 and 2.

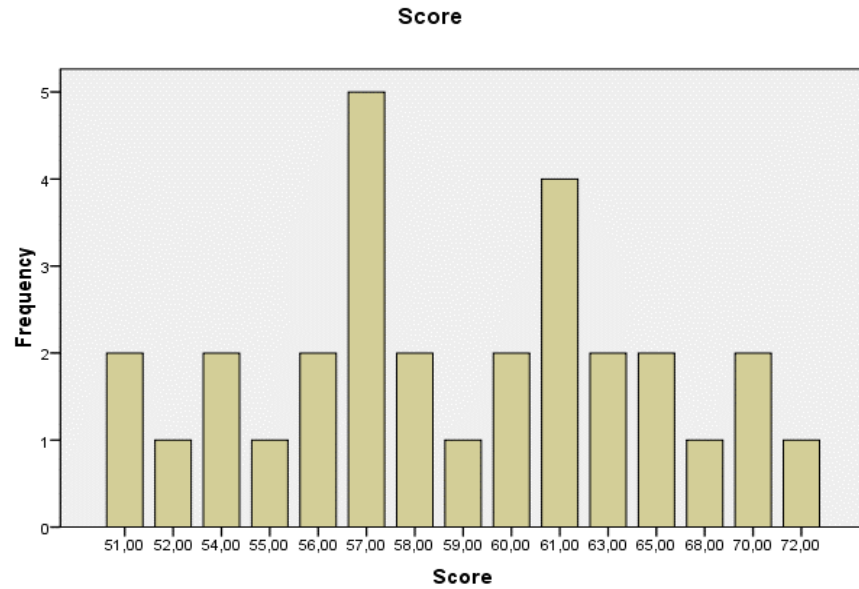
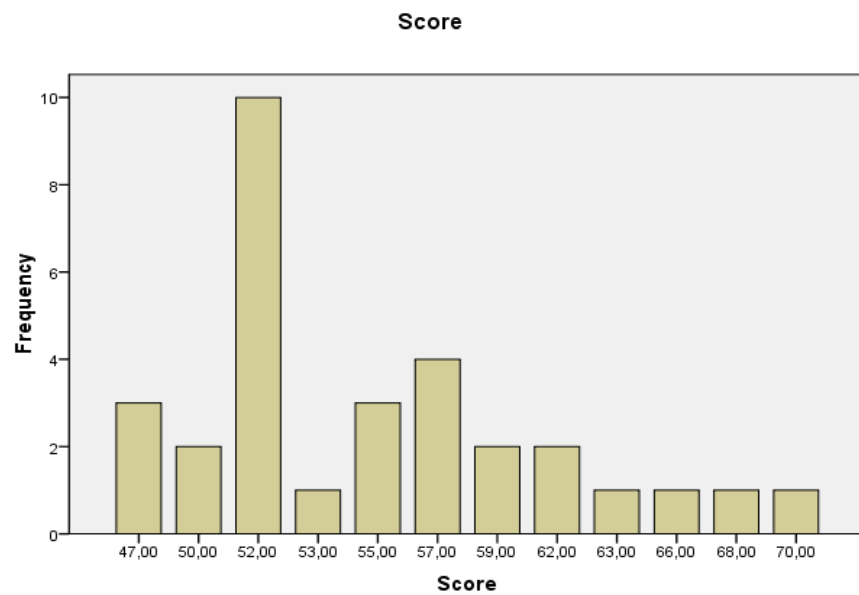


Figure 1
The Result of Pre-test in Experimental Class

The result showed that the mean of pre-test in experimental class was 59.63, standard deviation was 5.52, N was 30, median was 58.50, mode was 57, variance was 30.51, minimum score was 51, and maximum score was 72. (see appendix 23)



The Result of Pre-test in Control Class

The result showed that the mean of pre-test in control class was 55.35, standard deviation was 5.93, N was 31, median was 53, mode was 52, variance was 35.23, minimum score was 47, and maximum score was 70. (see appendix 22)

2. Result of Post-test

The researcher administered the post-test in order to know the students' writing ability after the treatments given. The post-test was conducted in the experimental class on Thursday, May 16th, 2019. While for the experimental class was in the same day. The result of post-test was showed in Figure 3 and figure 4.

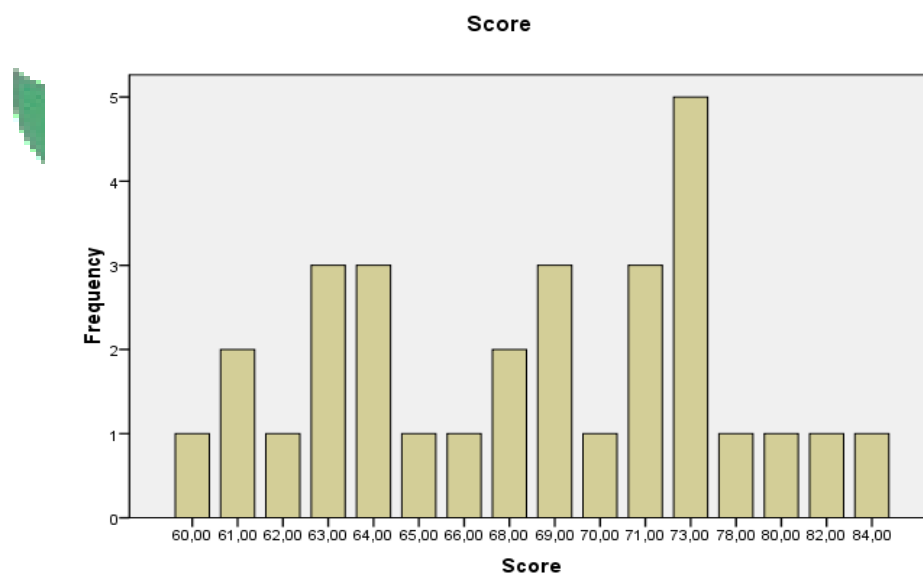


Figure 3
The Result of Post-test in Experimental Class

The result showed that mean of post-test in experimental class was 69, median was 69, mode was 73, variance was 39.89, standard deviation was 6.31, minimum score was 60, maximum score was 84. (see appendix 25)

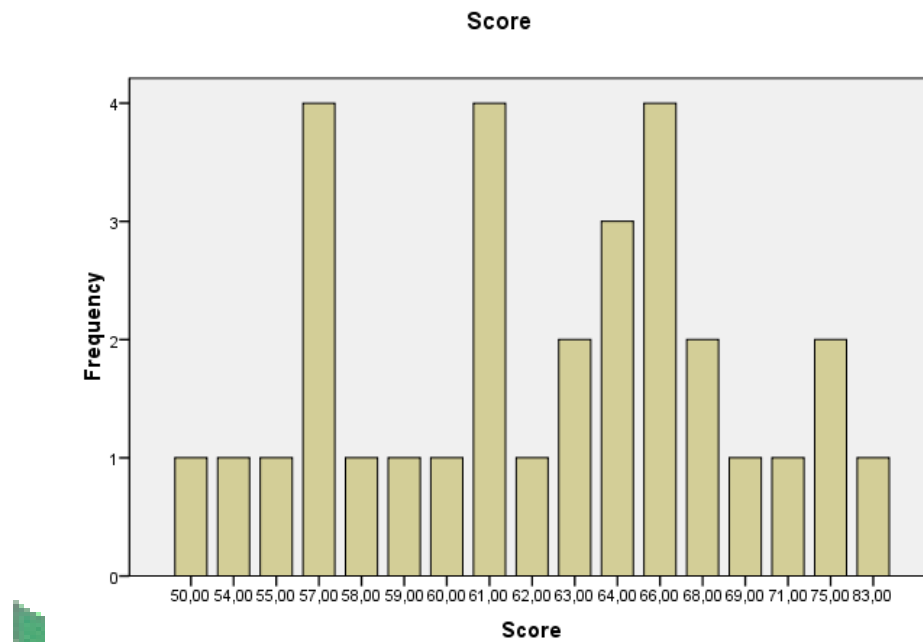


Figure 4
The Result of Post-test in Control Class

The result showed that that the mean of post-test in control class was 63.25, median was 63.00, mode was 57.00, variance was 46.66, standard deviation was 6.83, minimum score was 50, and maximum score was 83. (see appendix 24)

3. The Result of Normality Test

Normality test is used to know whether the data in experimental class and control class was normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical*

Package for Social Science). The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk. Because the sample less than 50, the researcher used Shapiro Wilk.

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
G	Control	.146	31	.089	.934	31	.05
	Experimental	.156	30	.061	.938	30	.08

Fi

a. Lilliefors Significance Correction

Figure 5
Tests of Normality Test

The hypothesis for the normality test were formulated as follows:

H_a : the data are normally distributed

H_o : the data are not normally distributed.

The criteria of acceptance or rejection of hypothesis for normality test were as follows:

H_a is accepted if $\text{sig.} > \alpha = 0.05$

H_o is accepted if $\text{sig.} < \alpha = 0.05$

Based on the result that the researcher got, it could be seen that Sig. in the table of Shapiro-Wilk was 0.082 in experimental class and was 0.56 in control class and $\alpha = 0.05$. It means that $\text{Sig} > \alpha$ and H_a is accepted. The conclusion was that the data in experimental class and control class were normally distributed. (see appendix 26)

4. The Result of Homogeneity Test

After getting the result of normality test, the researcher did the homogeneity test in order to know whether the variance of the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employed Levene's Test.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Gai	Based on Mean	.081	1	59	.777

The

hypotheses for the homogeneity test were formulated as follows :

H_a = The variances of the data are homogenous

H_o = The variances of the data are not homogenous

The criteria of acceptance or rejection of hypothesis for homogeneity test were as follow:

H_a is accepted if $\text{sig.} > \alpha = 0.05$

H_o is accepted if $\text{sig.} < \alpha = 0.05$

Based on the results obtained in the test of homogeneity of variances in the column Levene' Statistics it can be seen that $\text{Sig } 0.777 > \alpha = 0.05$. It demonstrated that H_a is accepted because $\text{Sig} > \alpha = 0.05$. It means that the variance of the data was homogenous. (see appendix 26)

5. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests were satisfied. Therefore, the researcher computed independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses were formulated as follows :

H_a : There is a significant influence of using cubing technique towards students' writing ability in descriptive text at the second semester of seventh grade of SMPN 4 Sekampung Lampung Timur in the academic year of 2018/2019.

H_o : There is no significant influence of using cubing technique towards students' writing ability in descriptive text at the second semester of seventh grade of SMPN 4 Sekampung Lampung Timur in the academic year of 2018/2019.

The criteria of the test are as follows:

H_a is accepted if $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$

H_o is accepted if $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

Based on the results obtained in independent sample t-test, that the value of significant generated $\text{Sig. } (P_{\text{value}}) = 0.047 < \alpha = 0.05$. It means that, H_a

is accepted and H_0 is rejected. (see appendix 27) Based on the computation, it could be concluded that there was significant influence of using cubing technique towards students' writing ability in descriptive text at the second semester of seventh grade of SMPN 4 Sekampung Lampung Timur of 2018/2019.

B. Discussion

Based on the finding of the research, it was found that the students who were taught by using cubing technique have increased their descriptive text writing ability. Based on the result of the pre-test before cubing technique was implemented, the ability of students to write descriptive text was lower than after it was applied. Besides that, cubing technique can improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanic. It could be seen from the mean of pre-test score of experimental class was 55.42 and in the post-test was 69.68.

After getting the treatments and post-test was conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 59.63 and in the post-test was 69. It means that the significant enhancement was happened in experimental class. In this research, the students were taught through cubing technique in experimental class and free writing in control class. The material was three topics of descriptive text for three treatments.

From the analysis above, we knew that the students who got treatment by cubing technique got a better score than the students without using cubing technique in teaching writing descriptive text. It was proved by the increasing average score in the experimental class. Consequently, it could be said that using cubing is the simplest prewriting technique it is usually as the first method that the researcher used

for generating the ideas. In conclusion, cubing is one of the kinds of teaching writing technique for rapidly exploring a topic and it can help the students to organize and develop their idea to make them able to write of writing work.

It was in line with Altieri, he says cubing can be designed to help students look at a topic from different perspective. The purpose of the activity is to help with researcher block in which students brainstorm each of the six perspectives and write one of these perspective. This technique can help the students to analyze the topic in depth. It means that provides students with new information about how to organize content and ideas is important and effective in new perspective. In this case, by using cubing technique the students can increase their ability in writing descriptive text and also cubing technique was to solve the problem in writing.

It also was supported by Axelrod, he said that by using cubing technique the students are able to review the information they covered and clarify main points and also helps students build a structured outline for a writing assignment. It can be concluded that by this technique, students can easily get

much idea to write a paragraph or composition since they were helped by the lists of words or phrases. It shows that the cubing technique helps the students have more ideas to be developed into topics based on their thinking. It gives the influence in the quality of writing. So, it makes the students feel easily to express their ideas in written text especially in descriptive text.

However, in this research, the researcher found some problems in making the cubing technique interesting to the students so that they become enthusiastic. The researcher takes a long time to make the learning process time and also most of the students failed in the third phase. It was supported by Cahyono, when looking at the students more specifically, I noticed that the most difficult part of the cubing technique is the third phase, that is "associating." Usually some students fail because the difficulty in the transmission of this section is to bring together several thoughts that already exist. We will ask ourselves what impression we have when we see the object. But, in order to cope with this problem, the researcher tried for the students to state the association more explicitly by using words such as remind, remember, make me think, and come to mind.

Based on the analysis of the data and test of hypothesis, the result of the calculation was found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Because the hypothesis alternative was accepted, the researcher concluded that there was the influence of using the cubing technique towards students' descriptive text writing ability at the

second semester of the seventh grade of SMPN 4 Sekampung Lampung Timur in the academic year of 2018/2019.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher draws a conclusion as follows: There is a significant influence of using Cubing Technique towards students' descriptive text writing ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true that is to say, cubing technique can give a significant influence towards students' descriptive text writing ability. It was supported by the scores achieved by that students in which they got higher scores after the researcher gave the treatment cubing technique as a technique in teaching writing. The significant influence can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.047. It is lower than $\alpha = 0.05$ and its mean H_0 is rejected and H_a is accepted. It can be proved from the hypothetical, where alternative hypothesis is accepted and null hypothesis is not accepted

B. Suggestion

Based on the result of this research, the researcher proposes suggestions as follows:

1. Suggestion to the teacher

- a. Considering the cubing technique can be used to develop and motivate the students' writing ability, the English teacher should apply cubing technique as one of the kind teaching writing because it can help the English teacher easier in teaching process and the potential of cubing technique for enhancing understanding of content and learning in writing.
- b. Considering the students' problem in writing ability during the treatments, suggests the English teacher in making cubing technique by using another idea.

2. Suggestion for the students

- a. The students should apply cubing technique to increase students' descriptive writing ability because writing is also one of skills in English that hold many parts of students' activity. By writing a little each day, the students can use this technique more effective if the time is enough will help the students more creativity for developing their idea in written form.
- b. In this research the researcher using cubing technique focused on the descriptive text. Therefore, it is suggested for the students to try another text, such as procedure text, recount text, etc. and also the students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.

- c. The students should be creative with their ideas to improve them in learning English well. Cubing technique is a technique which can help them to learn English with creative and enjoy.

3. Suggestion for the School

- a. The school should provide facilities, tools, and materials to support the students to make better cubing technique, so that students can develop their writing ability.
- b. The school should have English teachers are able make sure that they are teachable and appropriate for the students based on K13 curriculum.

4. Suggestion for other researchers

- a. In this research, the treatments were held in three times of meeting. The next, researchers can spend more time in giving the treatments to the students, so that they can get enough exercise.
- b. In this research, the researcher used cubing technique to help students of Junior High School, especially in writing ability. The next, researchers can conduct Cubing technique on different level of students. It can be applied at Senior High School and Vocational High School.
- c. In this research, the researcher focused on the influence of cubing technique towards students' descriptive text writing ability. Therefore, it is suggested for the next researchers to investigate the influence of using cubing technique towards other text such as procedure text,

recount text, etc. And other English skills such as listening skill, reading skill, and speaking skill.



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